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A Research on the Indicators for Evaluating Teachers in Hong Kong

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Abstract

Lack of scientific indicators for evaluating teachers has become a great problem in mainland China. Therefore, it is necessary to have a close look at the teacher evaluation indicators outside of mainland China so as to enrich its indicators for teacher evaluation. To this end, a project (JK11ZD03) focused on finding useful and scientific indicators for evaluating teachers was funded by Liaoning Provincial Educational Science Foundation in China. This study is a part of the project. In the first part, the indicators for evaluating teachers in Hong Kong (HK) were introduced. In the empirical part, in order to find whether the HK indicators were applicable in mainland China, interviews, questionnaire surveys and factor analysis were conducted. In total, 20 interviewees were interviewed and 935 questionnaire survey copies were distributed to school teachers and principals in nine areas in China. Finally, the findings were discussed.

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1. Introduction

Hong Kong is not only the most developed region in China, but also one of the flagships in educational field in the world. In Program for International Student Assessment (PISA) organized by OECD in 2006, more than 400,000 students from more than 14,000 schools of 57 countries and regions participated in the assessment. Hong Kong ranked the 2nd in the subject of “Science” and the 3rd in the subjects of both “Math” and “Reading” in the world. Such an excellent performance has demonstrated the strength of Hong Kong in educational field. Its high-quality education results from its high-quality teachers. In Hong Kong, teachers are dedicated to their work and highly professionalized. The Government of Hong Kong Special Administrative Region pays lots of attention to teachers’ quality enhancement and development. The Report of Educational Improvement and Progress (4) explicitly points out that educational practitioners are key figures to put forward educational reform and to enhance educational quality. The HK Government has offered sufficient training and assistance to teachers. In addition, it has established professional standards for teacher evaluation and competency. The Generic Teacher Competencies Framework of HK Region is one of them. It consists of four domains, sixteen second level indicators and forty-six

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third level indicators (see Table 1). In fact, it can be divided into four domains: teaching and learning; students' development; school development; professional relationships and service. Among them, each domain subsets four 2nd level indicators and several 3rd level indicators. Please see Table 1 below.

Table 1: The Generic Teacher Competencies Framework of Hong Kong Region

The 1 st Level Indicators	The 2 nd Level Indicators	The 3 rd Level Indicators
1. Teaching and Learning Domain	Subject matter knowledge	1.1.1 command of subject matter knowledge 1.1.2 updating of subject matter knowledge, search for new subject knowledge 1.1.3 sharing and exchange of subject teaching practice
	Curriculum and pedagogical content knowledge	1.2.1 command and application of pedagogical content knowledge 1.2.2 curriculum design, implementation and improvement 1.2.3 updating and sharing pedagogical content knowledge
	Teaching strategies and skills, use of languages and multi-media	1.3.1 knowledge and application of teaching strategies and skills 1.3.2 language proficiency 1.3.3 motivation of student learning through different teaching methods and multi-media 1.3.4 research and dissemination on teaching strategies and skills
	Assessment and evaluation	1.4.1 student assessment methods and procedures 1.4.2 use of student assessment results 1.4.3 evaluation and review of teaching learning programs
2. Student Development Domain	2.1 Students' diverse needs in school	2.1.1.understanding students' diverse needs 2.1.2 identifying and supporting students' diverse needs 2.1.3 collegial collaboration in identifying and supporting students' diverse needs
	2.2 Rapport with students	2.2.1 awareness of the importance of establishing rapport with students 2.2.2 building trust and rapport with students
	2.3 Pastoral care for students	2.3.1 providing pastoral care for students 2.3.2 collegial collaboration in providing pastoral care
	2.4 Students' different learning experiences	2.4.1 participation and implementation 2.4.2 planning and organization 2.4.3 whole person development of students
3. School Development Domain	3.1 Schools' vision and mission, culture and ethos	3.1.1 adaptation to the school vision and mission, cultures and ethos 3.1.2 actualization of school beliefs, vision and mission 3.1.3 cultivation of caring and inviting school climate 3.1.4 contribution to reviewing the school vision and mission, as well as promoting the school culture and school image
	3.2 Policies, procedures and practices	3.2.1 understanding school goals and policies 3.2.2 implementation of school policies, procedures and practices 3.2.3 formulation of school policies, review of procedures and practices for continuous school development

	3.3 Home-school collaboration	3.3.1 understanding students' family background 3.3.2 communication with parents 3.3.3 involvement in parent-related activities 3.3.4 building trust with parents for further school development
	3.4 Responsiveness to societal values and changes	3.4.1 awareness and knowledge of societal changes in relation to their impact on school 3.4.2 responsiveness to societal changes and issues related to social values
4. Professional Relationships and Services Domain	4.1 Collaborative relationship within the school	4.1.1 working relationships with individuals 4.1.2 working relationships with groups 4.1.3 working relationships within formal structures
	4.2 Teachers 'professional development	4.2.1 sharing of knowledge and good practices with others 4.2.2 contributions to teachers 'professional development
	4.3 Involvement in policies related to education	4.3.1 awareness and knowledge of policies related to education 4.3.2 responsiveness to policies related to education 4.3.3 contributions to policies related to education
	4.4 Education related community services and voluntary work	4.4.1 interaction with the broader community 4.4.2 participation in education-related community services and voluntary work

2. Research Methodology

Twenty interviewees were interviewed during semi-structured interviews, among them there were ten school administrators, eight middle and primary school teachers, and two scholars. The whole interview process was recorded. Afterwards, it was converted into text and then encoded and statistically analyzed. In addition, questionnaire survey was conducted. The questionnaires were based on HK teachers' evaluation indicators with a 5-point scale format. The scale ranks from 1 (not important at all) to 5 (very important). The respondents were randomly selected, having taken considerations of the balance between the male and the female, the urban schools and the rural ones, the primary schools and the secondary ones, etc. 935 copies of the questionnaires were distributed to schools in nine cities and counties of Liaoning Province. However, only 840 questionnaire copies were considered valid for analysis which account for a response rate of 89.8%. The research approaches, such as SPSS11.5, Excel statistical package, descriptive analysis, factor analysis, reliability analysis and T-test were used to analyze the responded data. Alpha coefficients of the 5-point scale used in this study were: Alpha = 0.87, Alpha = 0.87, Alpha = 0.90, Alpha = 0.91, that means the questionnaires have high reliability. There are five factors whose eigenvalue is >1 and in total they can explain 53.3% of the total variance. Due to the strict page number limitations, we can only show the five renamed factors and their indicators whose factor loading values are > 0.5.

3. The Five Factors

These five renamed factors are:

Factor 1. Exchanges and cooperation, including 9 indicators;

Factor 2. Make good use of student assessment results and provide pastoral care, including 9 indicators;

Factor 3. Teachers' professional development, including 6 indicators;

Factor 4. The share of the value of the school philosophy, including 5 indicators;
 Factor 5. Classroom teaching, including 5 indicators.

3.1. Factor 1. Exchanges and Cooperation

In this factor, there are 9 indicators whose factor loading values are >0.5 , as they are shown in Table 2.

Table 2: Exchanges and Cooperation

Indicators	Factor loading
3.3.3 Involvement in parent-related activities	0.712
3.4.2 Responsiveness to societal changes and issues related to social values	0.652
4.1.2 Working relationships with groups	0.621
3.3.1 Understanding students' family backgrounds	0.620
3.4.1 Awareness and knowledge of societal changes in relation to their impact on school	0.616
4.1.1 Working relationships with individuals	0.605
4.1.3 Working relationships within formal structures	0.581
3.3.2 Communication with parents	0.539
3.3.4 Building trust with parents for further school development	0.538

3.2. Factor 2. Make Good Use of Student Assessment Results & Provide Pastoral Care

In this factor, there are 9 indicators whose loading values are > 0.5 , as they are shown in Table 3.

Table 3: Make Good Use of Student Assessment Results & Provide Pastoral Care

Indicators	Factor loading
1.4.2 Use of student assessment results	0.610
1.4.3 Evaluation and review of teaching and learning programs	0.564
2.1.2 Identifying and supporting students' diverse needs	0.564
1.4.1 Student assessment methods and procedures	0.552
2.4.2 Planning and organizing multiple study plans	0.551
2.4.1 Participate and implement multiple study plans	0.550
2.3.1 Providing pastoral care for students	0.542
1.3.4 research & dissemination on teaching strategies and skills	0.506
2.3.2 Collegial collaboration in providing pastoral care	0.505

3.3. Factor 3. Teachers' Professional Development

In this factor, there are 6 indicators whose loading values are > 0.5 . They are: contribution to policies related to education (0.731); responsiveness to policies related to education (0.700); awareness and knowledge of policies related to education (0.660); interaction with the broader community (0.651); participation in education- related community services and voluntary work (0.645); contributions to teachers' professional development (0.581).

3.4. Factor 4. The Share of the Value of the School Philosophy

In this factor, there are 5 indicators whose loading values are larger than 0.5, as shown in Table 4 below.

Table 4: The Share of the Value of the School Philosophy

Indicators	Factor loading
3.1.2 Actualisation of school beliefs, vision and mission	0.603
3.1.3 Cultivation of a caring and inviting school climate	0.588
2.2.2 Building trust and rapport with students	0.585
2.2.1 Awareness of the importance of establishing rapport with students	0.565
3.1.1 Adaptation to the school vision and mission, culture and ethos	0.558

3.5. Factor 5. Classroom teaching

In this factor, there are 5 indicators whose loading values are > 0.5 . They are: updating of subject matter knowledge and search for new subject knowledge (0.722), command and application of pedagogical content knowledge (0.692), use of student assessment results and provide pastoral care (0.635), updating and sharing of pedagogical content knowledge (0.561), knowledge and application of teaching strategies and skills (0.551).

4. Summary

Based on analyzing the above five factors and their 34 indicators that are applicable to mainland China according to the Chinese respondents' feedback, we found four important issues in HK indicators for teacher evaluation. Firstly, student learning outcomes and student wholly development were regarded as the most crucial and dominant determiners to evaluate a teacher's work and quality. Secondly, the HK indicators required teachers not only to understand school's goals, vision, mission, beliefs, policies, culture, etc, but also to implement them and actualize them. Indeed, no matter how excellent the quality and ability the teachers have, if they don't accept and adapt to the school vision, mission, culture, then they will not strive ahead with their schools at the same speed towards the same direction (Sun, 2003). Thirdly, the highlights of HK indicators were teachers' awareness of servicing the society and their awareness of being "owners" of their nation and country. Teachers in HK were required to make contributions to educational policymaking and participation in education-related community services. Fourthly, the HK indicators regarded a teacher as a "social person" who was embedded into the society. Therefore, he/she should be evaluated as a "social person". On the contrary, in mainland China a teacher has been regarded as a "single person", therefore, he/she was evaluated more as an individual by self-developing, self-reflection and self-perfection.

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